

The Pioneer Academy

# Good Afternoon!

# Welcome to Year 6 Curriculum

# Meeting



# Year 6 Team

## Class teachers

Katie Melvin  
Tom Sargent  
Nadeem Ali  
Becky Saunders  
Molly Wooldridge  
(until half term)

## Specialist Teachers

Thomas Fricker- PE  
Emma Hurst- Music  
Jordan Gladman- Computing

# School Vision

- Everyone at Red Hill Primary School is committed to providing the building blocks for every child to flourish in a safe and nurturing environment.
- We offer a creative curriculum, enriched with opportunities to enable our pupils to understand the world around them and be responsible citizens. Through developing their resilience, independence and confidence, our pupils see learning as a way to realise their full potential.
- Safe - Happy - Learning

# Soft Start Morning

## 8:30 – 8.45

- At Red Hill Primary School we believe that in order to expect positive and respectful communication, we need to model and provide opportunities for it within our school day. Therefore we encourage all children to come in for a soft start at 8.30am. They should be in class by 8:45am ready to start spelling.
- Once they come into their room there will be word of the day on the board to begin their day. In Y6 we also add an additional morning task that is either maths or grammar related, and some arithmetic questions.

# Good morning 6M!

## Word of the day- pacify

Find the definition in your dictionary.  
Use it in an **interesting** sentence.

## SPaG

Which words below can be used as both a noun and a verb? Show an example of the words as nouns and verbs.

boy

bought

blame

beg

break

$1) 72,318 + 1,654 =$

$2) 94,567 - 2,311 =$

$3) 59,743 + 3,209 =$

$4) 81,635 - 4,802 =$

$5) 54,826 + 2,473 =$

$6) 68,490 - 1,203 =$

$7) 73,904 + 2,154 =$

$8) 82,561 - 3,690 =$

$9) 91,234 + 3,982 =$

$10) 56,104 - 2,560 =$

# Attendance

- Attendance & punctuality are really important.
- Every minute counts – even arriving a little late can mean missing vital learning.
- Spelling sessions happen first thing every morning. If a child arrives at 9:00am each day, they will have missed every spelling session that week.
- Missing these sessions has a big knock-on effect:
  - Gaps in spelling knowledge build up quickly.
  - Confidence can be knocked when children don't feel prepared.
  - Teachers often have to spend time re-explaining, which takes away from new learning.
- Being on time means children start the day calmly, ready to learn, and don't miss key skills. Good attendance and punctuality = better progress, stronger confidence and happier learners.

# Curriculum Offer at Red Hill

Subject	Curriculum Scheme
English (Reading)	Little Wandle (EYFS – Y2) Guided Reading -Little Wandle Carousel (EYFS – Y2) Guided Reading – whole class (Y1 -Y6)
English (Writing)	CUSP
Spelling	CUSP Spelling
Maths	White Rose Maths
Science, History, Geography, DT and Art	IPC
French	Language Angels
Computing	NCCE or teach computing
PE	PE PRO
RE	Jigsaw
PSHE	Jigsaw
Music	Churanga

# Timetable

	8.30-9	9-9.30	9.30-10.30	10.30-10.45	10.4-11.0	11.0-0	11.10-12.10	12.10-1.10	1.10-2.00	2.2-2.10	2.10-2.20	2.10-3.10	3.10-3.15
Monday 8:30am Soft start	Word Aware/54S	Guided reading	English	Assembly	R	Arithmetic	Maths	Lunch	All classes PE with class teachers	Mile	6M- PE with JG 6S- PE with TS 6RS- Computing with BS 6A- Music with NA	Story time	
Tuesday 8:30am Soft start	Word Aware/54S	Guided reading	English	Assembly	R	Arithmetic	Maths	Lunch	PSHE/French	Mile	Handwriting	RE	Story time
Wednesday 8:30am Soft start	Word Aware/54S a/ Spelling Test	Guided Reading	English	Singing Assembly (10.15)	E	Arithmetic	Maths	Lunch	IPC	Mile	Handwriting	IPC	Story time
Thursday 8:30am Soft start	Word Aware	Guided reading	English	Assembly	A	Arithmetic	Maths	Lunch	IPC	Mile	Handwriting	IPC	Story time
Friday 8:30am Soft start	Word Aware	Achievement assembly	Guided reading	(10:00-10:45) English	K	Arithmetic	Maths	Lunch	6M- Computing with JG 6S- Music with EH 6RS- Music with CK 6A- PE with TF	Mile	6M- Music with EH 6S- Computing with JG 6RS- PE with TF 6A- Computing with CK in class	Story time	

# English

Autumn term																						
CUSP Reading: Rooftoppers & The Listeners								CUSP Reading: Pig Heart Boy & How to Live Forever														
04/09	11/09	18/09	25/09	02/10	09/10	16/10	23/10	30/10	06/11	13/11	20/11	27/11	04/12	11/12	18/12							
Flexible block	Autobiography 2 weeks	Discursive writing and speeches 2 weeks	Poems that create images and explore vocabulary 1 week	Flexible block	Half-term	First person stories with a moral 2 weeks	Flexible Block	Shakespeare's sonnets 1 week	Explanatory texts 2 weeks	Flexible block												
Spring term																						
CUSP Reading: All Aboard the Empire Windrush								CUSP Reading: The Island & Skellig														
03/01	08/01	15/01	22/01	29/01	05/02	12/02	19/02	26/02	04/03	11/03	18/03	25/03	01/04	08/04								
Flexible block	Extended third person narrative (adventure stories) 3 weeks	Explanatory texts 2 weeks	News reports 1 week (cont. ...)	Half-term	News reports 1 week (... cont.)	Autobiography 2 weeks	First person stories with a moral 2 weeks	Easter Break														
Summer term																						
CUSP Reading: Introduction to Dickens – Extracts from Oliver Twist								CUSP Reading: Dare to Be You														
15/04	22/04	29/04	06/05	13/05	20/05	27/05	03/06	10/06	17/06	24/06	01/07	08/07	15/07									
Extended third person narrative (adventure stories) 3 weeks	Flexible block	News reports 2 weeks	Half-term	Discursive writing and speeches 2 weeks	Flexible block	Poems that create images and explore vocabulary Enrichment 1 week	Flexible Block	Shakespeare's sonnets Enrichment 1 week	Flexible block	Summer break												

Guided reading is daily from 9-9:30 and then writing is daily from 9:30-10:30.

# Maths

Maths	Place value to 10,000,000. Four operations	Fractions Converting units	Ratio Algebra Decimals	Fractions Percentages Area, perimeter and volume Statistics Shape	Recap and revision
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Every lesson starts with arithmetic. This is different for each class and changes regularly. The questions will be in the style of the SATs arithmetic questions.

We will then usually split teach. Some children will start independently whilst the teacher works with the rest of the class and will then switch so all children get targeted quality first teaching.

All children will be exposed to varied fluency (doing arithmetic in different ways), reasoning (work problems and thinking questions) and will also have access to challenges to really deepen their understanding of concepts.

Children are encouraged to do working out on paper, as this can get them marks in the SATs.

# Topic

Learning unit	Metacognition Existing, Endangered, Extinct	Full Power	900CE	Earth as an Island	Fairgrounds	Fairgrounds Create from waste Bake it!
Key subject driver	PSHE Science	Geography	Science and DT	History	Geography	Science Art Science

Year 4 – Land, Sea and Sky 

Geography Links to physical geography; Treasure Island (Year 1)

Can I interpret maps and geographical features?



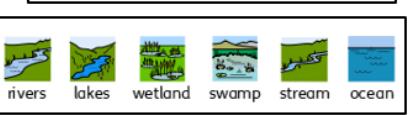
KEY

- CONTOUR LINES
- LOCH
- RIVER
- FOREST
- MOORLAND
- MOUNTAIN PEAK
- BEACH
- CLIFFS
- HOUSES
- LOG CABIN
- FERRY
- BRIDGE
- ROAD

What is the key geographical vocabulary needed to communicate where somewhere is?



What are the main bodies of water in Great Britain?



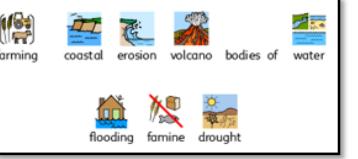
How does water affect and change the form of landscapes?



As geographers, we will find out about how water, soil and rock can change the environment or be changed by natural forces such as water.



How are people's quality of life impacted by geographical features?



Children will usually have 4 topic lessons a week. They will have access to a knowledge organiser to support them in recalling learning from previous topics and how it links to current topics.

# Topic webs

<p><u>Computing</u></p> <p>In computing, we will be becoming 'spreadsheet analysts'. We will look at how data can be collected and stored and then utilised to assist in the completion of tasks. On Excel we will look at how formulas can make data much easier to sort and manage and eventually go on to create graphs and charts.</p>	<p><u>Maths</u></p> <p>This half term, we will be focusing on understanding numbers.</p> <ul style="list-style-type: none"><li>• Place value</li><li>• Negative numbers</li><li>• Factors and multiples</li><li>• Addition, subtraction, multiplication and division</li><li>• Prime, composite, squared and cubed numbers</li></ul>	<p><u>IPC</u></p> <p><u>Brainwaves</u></p> <p>In PSHE, we will be learning about:</p> <ul style="list-style-type: none"><li>• Understanding self-regulation strategies</li><li>• Supporting choices to support health and wellbeing</li><li>• Identifying strategies to reduce stress and improve mental health</li><li>• Knowing that stress can inhibit learning</li><li>• Selecting the most effective metacognitive strategies</li></ul> <p><u>Existing, Endangered, Extinct</u></p> <p>In Science, we will be learning about:</p> <ul style="list-style-type: none"><li>• Generating hypotheses</li><li>• Drawing conclusions based on results</li><li>• Knowing the seven characteristics which define living things and classifying them</li><li>• Predicting the outcome of a disruption to a food chain</li><li>• Understanding how plants and animals adapt their behaviour</li><li>• Understanding the consequences of imbalance in an ecosystem</li></ul>
<p><u>RE</u></p> <p>Our learning question this term is: Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>Our topics for this half term are:</p> <p><b>Brainwaves: Metacognition and Existing, Endangered, Extinct</b></p> <p>This is the learning that will be taking place in Year 6 this half term. If you have any questions, please speak to the Red Hill Year 6 team!</p>	
<p><u>Music</u></p> <p>In music, we will recap the notation skills that we learnt in year 5 and use them to play on the glockenspiels. We will also be singing and composing based on the songs: <i>Do what you want to, It's all about love and Sunshine on a rainy day</i>.</p>		
<p><u>French</u></p> <p>In French we will be recapping core vocabulary before moving onto 'Les Verbes Irreguliers' (irregular verbs).</p>	<p><u>English</u></p> <p>This half term, we will be reading <i>Rooftoppers</i> by Katherine Rundell and using our comprehension strategies and skills.</p> <p>We will be focusing on writing: Autobiographies, discursive writing and speeches, poems that create images and explore vocabulary, first person stories with a moral, Shakespeare sonnets and explanatory texts.</p>	<p><u>PE</u></p> <p>This half term, we will have a football and balls skills focus. The children will continually refine and develop key skills when in possession of the ball showing precision and control when under pressure. They will consolidate skills associated with maintaining possession and take part in small and large sided games.</p>

Topic webs will be sent home every half term

# Homework

The week's maths focus is to understand place value.

Choose the most appropriate task and complete in your homework book please!

One chilli challenge:

- a) How many zeros does a million have?
- b) What is the value of 6 in the number 13,629?
- c) How many tens are in the number 305?
- d)  $6784 + 345 =$
- e)  $473 \times 10 =$

Two chilli challenge:

- a) What is the value of 6 in the number 7,678,223?
- b) How much more is needed to make 385 into 401?
- c)  $84084 \times 1000 =$
- d) Write the number fifty million and five in number figures
- e) Round 56,789 to the nearest 10

Three chilli challenge:

- a) Write the value of the digit 7 in 0.073
- b)  $59345 \div 100 =$   
Write down the value of the 9 in the answer
- c)  $426 \div 1000 =$   
Prove it!
- d) Write down the value of this Roman numeral: MMCDXV
- e) What number is exactly 425,670 larger than 1,120,107?

If you feel like you can do more, please use your reasoning skills to explain your answers or practice your times tables on Times Table Rock Stars!

The week's English focus is to understand the conventions of an autobiographical text.

Spellings:

guessed  
guest  
whose  
who's  
allowed  
aloud  
mourning  
morning  
Father  
farther



Reading

Remember to read 3 times this week and record it in your reading record ☺

The week's IPC focus for our unit on Brainwaves is PSHE and Science.

Ask me...

Can you tell me a key part of the human brain and its function?

What is growth mind set and how is it relevant to our learning?

Homework will go out every Friday and needs to come back every Wednesday.

Year 6 run a homework club on a Friday lunchtime for children who don't hand homework in. This is to prep them for secondary school where they will get detentions for missed homework.

Reading records need to be handed in once a week, and children should be reading a minimum of 3x a week at home. If these don't happen, children will be moved down the behaviour triangle. Again, this is about prepping them for secondary school.

We are going to see if we can purchase some revision guides for Year 6, but we will let you know once this is confirmed.

# Boosters

Boosters will start after October half term. We will be running the following boosters:

- Maths- expected push
- Maths- greater depth push
- Reading- expected push
- Reading- greater depth push.

These boosters will be invite only for now. Just because your child is invited to a booster does not necessarily mean that they're below expected- it means that we just want to push them a little more.

If they are invited, it is so important that they attend weekly. We will re-evaluate groups throughout the year and invite more children. However, we will also have target children we work with in class too.

# Important Dates

**Weeks beginning 15<sup>th</sup> and 22<sup>nd</sup> September-** Bikeability

**21<sup>st</sup> October-** Individual and sibling photos

**November (date TBC)-** trip to Horniman Museum/workshop at school

**5<sup>th</sup> December-** Year 6 Carol Service at 6pm at the Church opposite Sainsburys. Date subject to change as the Church haven't fully confirmed.

**5<sup>th</sup> March-** World Book Day

**11<sup>th</sup> May-** SATs week

**June (date TBC)-** trip to The Globe

**22<sup>nd</sup> June-** Residential Week

**15<sup>th</sup> July-** Production at 2pm and 6pm

**22<sup>nd</sup> July-** Leavers' Assembly at 9:30

# Trips

- Horniman Museum/workshop at school
- Shakespeare's Globe
- Residential
  - Cadbury World
  - Alton Towers
  - Chester Zoo
  - Black Country Living Museum
  - Warwick Castle

Those not attending residential will be going on trips with adults who stay at school.

Coming on school trips is dependent on good behaviour throughout the year. Whilst we want all children to come with us on trips and residential, if they show behaviour throughout the year that makes us worry about their own or other's safety, then they will not be able to attend. This includes residential.

# Questions?